Hattie and Timperley’s Model of Feedback

**Purpose**
To reduce discrepancies between current understandings / performance and a desired goal

**THE DISCREPANCY CAN BE REDUCED BY**

**Teachers**
Providing appropriate challenging and specific goals
OR
Assisting students to reach them through effective strategies

**Students**
Increased effort and employment of more effective strategies
OR
Abandoning, blurring or lowering the goals

**EFFECTIVE FEEDBACK ANSWERS THREE QUESTIONS**

- **Feed Up**
  Where am I going? (The Goals)
- **Feed Back**
  How am I going?
- **Feed Forward**
  Where to next?

**EACH FEEDBACK QUESTION WORKS AT FOUR LEVELS**

- **Task Level**
  How well tasks are understood/ performed
- **Process Level**
  The main process needed to understand/ perform tasks
- **Self-Regulation Level**
  Self-monitoring, directing, and regulating of actions
- **Self Level**
  Personal evaluations and affect (usually positive) about the learner